

Year 5						
Theme	No Man is an Island	Ancient Egypt	Rainforests		Yorkshire	
History		<p>To learn the achievements of the Ancient Egyptians Civilisation, pharaoh, artefact, research, archaeology</p> <p>I can place the Ancient Egyptians in a timeline</p> <p>I know that Egypt is in Africa.</p> <p>I know that Tribes settled around the Nile.</p> <p>I know that hieroglyphics were used as a means of communication.</p> <p>I know pyramids were built to symbolise wealth and as burial tombs.</p> <p>I know Egyptians believed in an afterlife and prayed to several Gods.</p> <p>I know that a Pharaoh was a hereditary ruler.</p>			<p>To learn about the history of Leeds including its industry and monasteries. County, industrial, chronology, religion, local, Henry 8th, Monasteries,</p> <p>I know the timeline of events in Leeds from the Romans to present day.</p> <p>I know that Briggate has always been a thriving market place but the change is to be noted between past (1200) and present (2019).</p> <p>I know why monasteries were built around Leeds</p> <p>I know that Leeds was transformed from a small market town to a thriving industrial city during Victorian times.</p> <p>I know the impact the WW2 Blitz had on Leeds.</p>	<p>To learn about the history of Whitby including Whaling and the Jet industry. Authority, infrastructure, civil, transport, welfare, whaling,</p> <p>I know the timeline of events in Whitby from the Romans to present day.</p> <p>I know that Monasteries were built in Whitby.</p> <p>I know that Whaling was a major trade in Whitby.</p> <p>I know the journey Captain Cook took in 1769.</p> <p>I know that jobs in Leeds are more diverse than those in Whitby.</p>
Geography	<p>To know how to use maps and atlases Map, atlas, globe, digital, compass points, grid reference, symbol, key, gps, coastline, physical, terrain</p> <p>I know the uses of maps and grid references. I can use maps and grid references accurately. I can use 8 points of the compass to compare locations. I know the Galapagos Islands are located to the West of South America, in</p>		<p>To know the key physical features of South America Continent, country, biomes, Tropic of Cancer, Tropic of Capricorn, Equator, hemispheres, climate zones,</p> <p>I know key countries in South America. There are 12 countries in South America (Colombia, Bolivia, Argentina, Chile, Peru, Uruguay, Brazil, Paraguay, Venezuela, Guyana, Suriname, and Ecuador, plus French</p>	<p>To know the key human features of South America Population, density, capital, economy, export, natural resources, trade, environmental impact</p> <p>I can describe key aspects of human geography in south America. I know the capital cities of key countries in South America I know what is exported from South America?</p>	<p>To develop effective fieldwork skills Map, ordinance survey, compass, atlas, gps, orientation, navigate, fieldwork, observation, results, measure,</p> <p>I can use fieldwork skills to observe, record and measure. I know how to present the results of my fieldwork. I can use an OS map to navigate around Whitby.</p>	<p>To understand changes in land use. Local, landuse, landmark, change, historical, aerial, recreation, farming, agriculture, mining, industry, housing, residential.</p> <p>I know that land use changes over time. I can name and locate key landmarks in Yorkshire (Abbeys) I can describe how the Abbey land use has changed over time</p>

	<p>the Pacific Ocean, on the Equator. I know how climate change is affecting the Galapagos.</p> <p>Any island affected by climate change would be a suitable area of study.</p>		<p>Guiana, a territory of France.) I know key physical features of South America (mountains/volcanoes/rain forest/pampas) I know the position of the tropics, hemispheres and the equator. I know the climate zones in South America I know that in the tropical/rainforest climate zone, the water cycle occurs over a single day.</p>	<p>I know how the historical movement of people affects current culture in South America. (Colonisation from Europe and Slavery from Africa) I can compare South America with the UK (eg population density, religion, life expectancy)</p>		<p>(religious/farming – recreation) I can use historical maps and aerial photographs to describe how local land use has changed over time. (farming and mining – industrial, residential and recreational)</p>
PSHE	<p>Physical health and wellbeing: In the media</p> <p>Influence, role models, appropriate, image, unique, individuality</p> <p>I know how to identify advertising as one influence on people's choices about food and drink.</p> <p>I know that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people.</p> <p>I know how to accept and respect that people have bodies that are different.</p>	<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Stereotype, discrimination, disablist, transphobia, racist, prejudice, homophobic, sexist, gender</p> <p>I know how to challenge gender stereotypes.</p> <p>I know some discriminatory language (homophobic, sexist, disablist, racist and transphobia).</p> <p>I know how discriminatory language can make people feel and that this is unacceptable.</p>	<p>Keeping safe and managing risk: When things go wrong</p> <p>Abuse, violence, safety, relationship, risks, hazards, trusted adult, domestic violence</p> <p>I know when and how to report something that makes them feel unsafe or uncomfortable.</p> <p>I know what is meant by domestic violence and abuse. I know that nobody should experience violence within a relationship.</p> <p>I know the potential risks and dangers of running away or going missing.</p>	<p>Mental health and emotional wellbeing: Dealing with feelings.</p> <p>Conflict, bereavement, understanding, loss, death, permanent, sympathy,</p> <p>I know/recognise how emotions can be expressed appropriately in different situations.</p> <p>I know ways of positively coping with times of change.</p> <p>I know there are a range of feelings that accompany bereavement and know that these are necessary and important.</p>	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Influencers, pressure, informed decision, addiction, substance abuse</p> <p>I know that there are risks associated with all smoking drugs.</p> <p>I know that there are many influences on us at any time.</p> <p>I know some ways to respond to pressure concerning drug use.</p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Enterprise, loan. Credit, debt, owe, career, future, manageable, unmanageable</p> <p>I know there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</p> <p>I know the difference between manageable and unmanageable debt and how it can make people feel.</p> <p>I know what is needed to plan and set up an enterprise.</p> <p>I know that money is only one factor in choosing a career.</p>
RE	<p>Why are some journeys and places special? Pilgrimage, journey, belief, responsibility, faith</p> <p>I can identify and explain features of some special places and journeys</p>	<p>What do Christians believe about the old and new covenants? Messiah, covenant, commandment, gospel, testament.</p> <p>I know that world faiths have similarities and Differences and can produce examples to illustrate this knowledge.</p>		<p>What values are shown in codes for living? (Christian, Muslim, humanism) Code, values, forgiveness, honesty, responsibility</p>	<p>Should we forgive others? Revenge, forgiveness, confession, grudge, consequences</p> <p>I know the value of reconciliation and the power of forgiveness. I</p>	<p>Why are some journeys and places special? Pilgrimage, journey, belief, responsibility, faith</p> <p>See Autumn 1 but linked to our special journey to Whitby.</p>

	<p>I can Suggest reasons why special journeys and places inspire people.</p> <p>I can Investigate places of pilgrimage and reflect on the challenge involved in the journey.</p>	I know what covenants are and their significance for God's relationship with his people.	<p>I know that each country's laws are based on laws from the dominant religion of that country and I can make connections between morals and values in religion and everyday life. (Using examples from Christianity, Islam and Humanism)</p> <p>I can discuss examples of moral and legal right and wrong and explain personal choices through that lens.</p>	can use examples of different faiths to illustrate the importance of these concepts within faiths.	
<p>Science</p> <p>Scientific Enquiry Skills: 1. Observing changes over time 2. Noticing patterns 3. Grouping and classifying things (noticing similarities and differences) 4. Comparative and fair testing 5. Finding things out using secondary sources of information</p>	<p>Forces Resistance, Newtons, friction, gravity, mass, balanced, unbalanced, surface area</p> <p>I know that weight is the measurement of gravity acting on a subject I know that mass is the amount of material an item is made of I know that friction slows an object I know that having a larger surface area increases the effects of air resistance I know that streamlined objects are affected less by water resistance and air resistance SES: 2,3,4,5</p>	<p>Earth and Space Phase, orbit, solar, heliocentric, geocentric, planets, satellites, gravity</p> <p>I know that the Earth and other planets orbit the Sun I know that the moon orbits Earth I know that night and day happen due to the Earth's rotation on its axis I know that it takes 365.25 days for the Earth to orbit the Sun I know there are eight planets in our solar system I know the order of the phases of the moon SES: 1,2,3,4,5</p>	<p>Living things and their habitats Metamorphosis, pollination, reproduction, fertilisation, asexual, sexual, stamen, ovum, filament, primates</p> <p>I know that plants can reproduce sexually and asexually I know that plants use flowers to attract pollinating insects I know that Jane Goodall carried out research about chimpanzees I know that birds, mammals, insects and amphibians share some similarities in their life cycles SES: 1,2,3,5</p>	<p>Properties and changes in materials Solvent, solute, dissolve, physical, chemical, reversible, irreversible, dependent variables, independent variables.</p> <p>I know that some changes are irreversible I know that irreversible changes produce new materials I know that independent variables need to be controlled to ensure a fair test I know that some substances dissolve to make a solution I know that water is known as the universal solvent SES: 1, 3, 4, 5</p>	<p>Animals including humans Puberty, maturity, menstruation, gestation, semen, hormones</p> <p>I know that there are 6 stages to human development I know that hormones have physical, mental and emotional influences during puberty I know that boys produce semen I know that girls produce an egg I know that humans have a gestation period of nine months SES: 1, 2, 5</p>
DT			<p>Constructions Something – Rainforest Diorama Someone – Children for educational tool Some purpose – Educational tool to show layers of the canopy, flora and fauna.</p> <p>Shoe boxes/printer paper box, plastic, tissue paper, glue, layering, 3D (three dimensional)</p> <p>I know the different layers of the rainforest. I know the types of animals which live at different heights. I can design a diorama using my subject knowledge. I can choose appropriate materials to create my design.</p>	<p>Textiles Something – Seascape cushions Someone – Children post Whitby. Some purpose – Use all learning, experiences and pictures to design and make a seascape cushions to commemorate the trip.</p> <p>Sewing needles and twine, prototype, pattern, stitch, aesthetic qualities, sedan (recycled fishing nets)</p> <p>I know what a seascape it. I know the design process behind a cushion. I know the production process behind a cushion. I can choose appropriate colours to make it aesthetically pleasing.</p>	
Cooking	Food				

	<p>Something – Preserved Ancient Egyptian Food</p> <p>Someone – Adults/Children</p> <p>Some purpose – Test Ancient Egyptian preservation methods (vessel and food) and why preserved food is safe.</p> <p>Aesthetic qualities, food safety, salting, fermenting, bacteria, surface area, preservation, acidity</p> <p>I know how and why Ancient Egyptians preserved food.</p> <p>I know what the process of preservations does to the food.</p> <p>I know the modern day method of preservation.</p> <p>I know where preserving food came from.</p>						
Art	<p>To express myself through clay</p> <p>Originals from Ancient Egypt.</p> <p>Andy Goldsworthy.</p> <p>Henry Moore.</p> <p>Cornelia Parker</p> <p>Sculpture, amulet, shabti, etch, form, mould, express</p> <p>I know that clay was used in Ancient Egyptian art</p> <p>I know that Andy Goldsworthy used nature to create his sculptures</p> <p>I know that Henry Moore used the human form to inspire his sculptures</p>		<p>To express myself through print</p> <p>Frida Kahlo</p> <p>Annie Albers</p> <p>Andy Warhol</p> <p>Screen print, political message, cultural message, texture, layering</p> <p>I know how to use a screen print</p> <p>I know that screen print is a technique used to transfer ink onto an underlying layer</p> <p>I know how to create an accurate pattern showing fine detail</p> <p>I know Frida Kahlo was a Mexican painter who used nature to inspire her artwork</p>		<p>To express myself through landscapes</p> <p>(Textiles cushion DT/Art crossover and painted landscape linked to Geography)</p> <p>David Hockney</p> <p>Fabric Lenny</p> <p>Stills, animate, pixels, digital tracing, outline, landscape, portrait, scene, distorts, textile, sewing,</p> <p>I know that landscapes are varied depending on the geographic culture</p> <p>I know that digital art is modern way to engage new audiences</p> <p>I know that David Hockney uses photography and ICT to develop his art</p>		
Music	<p>To learn about Holst's 'The Planets' and use it as a stimulus to compose our own space soundscapes</p> <p>Theme/Topic-Space</p> <p>Soundscape, Composition, Composer Performance, Pulse, Rhythm, Ostinato, Tempo, Dynamics, Timbre, Pitch, Structure, Texture</p> <p>I can listen to longer extracts commenting on aspects of the music.</p> <p>I can identify or suggest purposes for musical extracts.</p>	<p>To learn about Holst's 'The Planets' and use it as a stimulus to compose our own space soundscapes</p> <p>Theme/Topic-Space</p> <p>Soundscape, Composition, Composer Performance, Pulse, Rhythm, Ostinato, Tempo, Dynamics, Timbre, Pitch, Structure, Texture</p> <p>I can listen to longer extracts commenting on aspects of the music.</p> <p>I can identify or suggest purposes for musical extracts.</p>	<p>To learn about the history of Samba music and how to perform as part of a Samba band</p> <p>Theme/Topic-Samba</p> <p>Pulse, Rhythm, Performance, Composition, Samba, Brazil, Africa, Surdo, Ganza, Apito Tambourim, Structure, Call and Response, Groove, Quaver, Crotchet, Minim, Crotchet Rest</p> <p>I can play in an ensemble, taking an individual part and showing awareness of balance.</p>	<p>To learn about the history of Samba music and how to perform as part of a Samba band</p> <p>Topic/Theme-Samba</p> <p>Pulse, Rhythm, Performance, Composition, Samba, Brazil, Africa, Surdo, Ganza, Apito Tambourim, Structure, Call and Response, Groove, Quaver, Crotchet, Minim, Crotchet Rest</p> <p>I can play in an ensemble, taking an individual part and showing awareness of balance.</p>	<p>To learn about and compose more complex rhythmic and melodic Ostinatos</p> <p>Topic/Theme-Harry Potter</p> <p>Ostinato, Pulse, Rhythm, Pattern, Tempo, Time Signature, Metre, Texture Composition, Performance</p> <p>I can lead a group by counting in, beating time etc.</p> <p>I can tap a pulse in different metres (2, 3, 4, 5).</p> <p>I can plan a composition, alone or in a group, and monitor its development.</p>	<p>To learn about and compose more complex rhythmic and melodic Ostinatos</p> <p>Topic/Theme- Harry Potter</p> <p>Ostinato, Pulse, Rhythm, Pattern, Tempo, Time Signature, Metre, Texture Composition, Performance</p> <p>I can lead a group by counting in, beating time etc.</p> <p>I can tap a pulse in different metres (2, 3, 4, 5).</p>	

	<p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape.</p> <p>I can both be in charge of a group, and take directions when working on a composition.</p> <p>I can explore and compose using simple structures.</p> <p>I can make an informed choice about tempo in compositions.</p> <p>I can build a texture in my composition to create an affect.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not.</p>	<p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape.</p> <p>I can both be in charge of a group, and take directions when working on a composition.</p> <p>I can explore and compose using simple structures.</p> <p>I can make an informed choice about tempo in compositions.</p> <p>I can build a texture in my composition to create an affect.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not.</p>	<p>I can recover from mistakes in a performance.</p> <p>I can listen to longer extracts and describe using knowledge of the inter-related dimensions of music.</p> <p>I can recognise and identify the instruments of Samba.</p> <p>I can recognise crotchets, Crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p> <p>I can create my own Ostinatos and play them in time with others.</p> <p>I can use dynamics in ensembles to show balance and prominence of parts</p>	<p>I can recover from mistakes in a performance.</p> <p>I can listen to longer extracts and describe using knowledge of the inter-related dimensions of music.</p> <p>I can recognise and identify the instruments of Samba.</p> <p>I can recognise crotchets, Crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p> <p>I can create my own Ostinatos and play them in time with others.</p> <p>I can use dynamics in ensembles to show balance and prominence of parts.</p>	<p>I can be a good audience member, showing willingness to listen, concentrate and respond.</p> <p>I can make improvements to group compositions, using the appropriate vocabulary.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can create my own ostinato and riffs (rhythmic and melodic) and play them in time with others in a group</p>	<p>I can plan a composition, alone or in a group, and monitor its development.</p> <p>I can be a good audience member, showing willingness to listen, concentrate and respond.</p> <p>I can make improvements to group compositions, using the appropriate vocabulary.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can create my own ostinato and riffs (rhythmic and melodic) and play them in time with others in a group</p>
PE	<p>Indoor: Team building</p> <p>Can I use communication?</p> <p>Can I work in a group?</p> <p>Can I solve a problem?</p> <p>Can I listen to the rules?</p> <p>Can I follow instructions?</p> <p>Can I take turns?</p> <p>Outdoor: OAA</p> <p>Can I use communication?</p> <p>Can I work in a group?</p> <p>Can I solve a problem?</p> <p>Can I listen to the rules?</p> <p>Can I follow instructions?</p> <p>Can I take turns?</p> <p>Can I be safe outdoors?</p>	<p>Indoor: Dance</p> <p>Can I recognise music has different beats?</p> <p>Can I clap to the beat?</p> <p>Can I think of different movements to suit the type of music?</p> <p>Can I create dance moves that links to my topic? (E.g. South America – different dance styles? Different music lends to different genres? Capoeira from Brazil?)</p> <p>Can I work with a group to create a sequence?</p> <p>Can I perform my/our sequence?</p> <p>Outdoor: Rugby</p> <p>Can I hold a rugby ball correctly?</p>	<p>Indoor: Gymnastics</p> <p>Can I hold a balance?</p> <p>Can I perform a partner balance?</p> <p>Can I perform a group balance?</p> <p>Can I travel across the floor?</p> <p>Can I link turns?</p> <p>Can I create a basic sequence?</p> <p>Can I perform my sequence?</p> <p>Can I perform a group sequence?</p> <p>Can I give constructive feedback to another group?</p> <p>Can I respond to feedback from another group?</p> <p>Outdoor: Hockey</p> <p>Can I hold a stick correctly? (left or right handed?)</p> <p>Can I dribble?</p>	<p>Indoor: Athletics</p> <p>Can I throw? Target throwing with different items – further distances</p> <p>Can I run? Different distances – sprint and long distance</p> <p>Can I jump? Standing long jump and triple jump, high jump</p> <p>Outdoor: Basketball</p> <p>Can I bounce a ball with one hand?</p> <p>Can I pass to a teammate?</p> <p>Can I dribble the ball towards a target?</p> <p>Can I shoot at a target?</p> <p>Can I play in attack and defence?</p>	<p>Indoor: Ball games</p> <p>Can I listen to the rules of the game?</p> <p>Can I hold a ball?</p> <p>Can I throw a ball?</p> <p>Can I catch a ball?</p> <p>Can I aim a ball towards a target?</p> <p>Can I run with a ball?</p> <p>Outdoor: Rounders</p> <p>Can I stand in the box?</p> <p>Can I bowl the ball?</p> <p>Can I pass the ball to a teammate?</p> <p>Can I work as a fielding team?</p> <p>Can I score a rounder?</p> <p>Can I use tactics to win?</p>	<p>Indoor: Football</p> <p>Can I dribble a ball?</p> <p>Can I pass a ball to a target?</p> <p>Can I turn with a ball?</p> <p>Can I shoot at a goal?</p> <p>Can I combine my skills in a game situation?</p> <p>Outdoor: Tennis</p> <p>Can I balance a ball on my racket?</p> <p>Can I hold a rally?</p> <p>Can I hit a ball over a net?</p> <p>Can I hit a ball towards a target?</p> <p>Can I vary my shots?</p>

		Can I pass backwards? Can I move into space? Can I run a pass the ball? Can I attack and defend? Can I start to understand the rules?	Can I perform a push pass? Can I perform a slap hit towards a target and safely? Can I pass towards a target - goal or teammate? Can I use skills in a basic game? Can I use a hockey stick safely?			
Computing						